

Kavod Elementary Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.


DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Alexa Greenland

 Principal, Kavod Elementary Charter

About Our School

As my philosophy of education highlights the importance of respect, I am honored to be leading a program that emphasizes this value in our students.

Respect is the core element to successful citizenship. It is vital that children learn this at the elementary level as they are developing their personalities and forming habits that will last a lifetime. At Kavod we develop these qualities in our students by nurturing their work ethic, enhancing their academic skills, cherishing their individuality, and promoting social responsibility.

Having previous experience establishing and stabilizing multiple schools, I recognize that it requires a strong team of dedicated individuals to ensure an organization's success. We work with the entire Kavod family to fulfill our vision. Together we are building a program that will bring tremendous value to our society.

Contact

*Kavod Elementary Charter
3201 Marathon Dr.
San Diego, CA 92123-2638*

*Phone: 858-386-0887
E-mail: director@kavodelementary.org*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
E-mail Address	cmarten@sandi.net
Web Site	www.sandi.net

School Contact Information (School Year 2016-17)	
School Name	Kavod Elementary Charter
Street	3201 Marathon Dr.
City, State, Zip	San Diego, Ca, 92123-2638
Phone Number	858-386-0887
Principal	Alexa Greenland
E-mail Address	director@kavodelementary.org
Web Site	www.kavodelementary.org
County-District-School (CDS) Code	37683380126730

Last updated: 1/9/2017

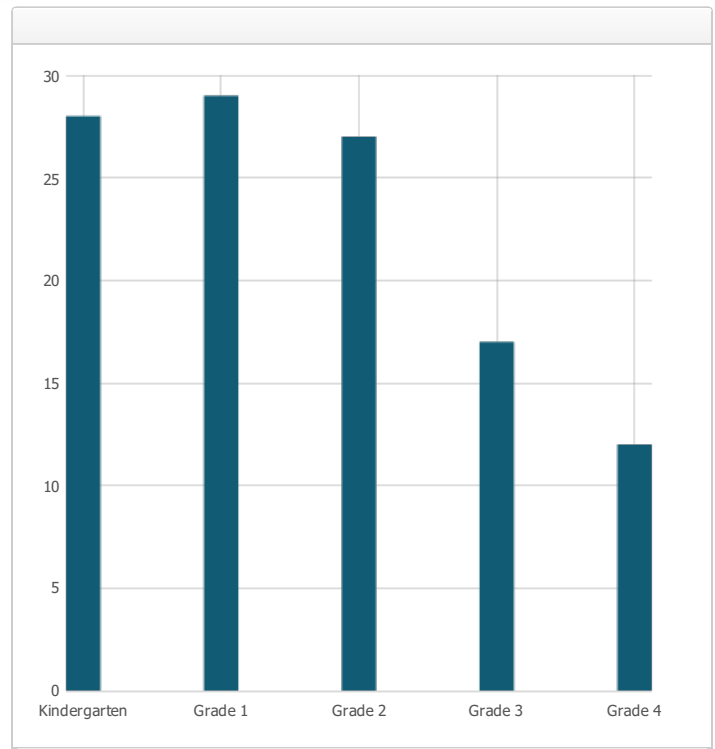
School Description and Mission Statement (School Year 2016-17)

The mission of Kavod Elementary Charter School is to provide an excellent academic program while teaching modern-day Hebrew and developing socially responsible, respectful, global citizens.

Last updated: 1/9/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	28
Grade 1	29
Grade 2	27
Grade 3	17
Grade 4	12
Total Enrollment	113



Last updated: 1/11/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	9.7 %
American Indian or Alaska Native	0.0 %
Asian	2.7 %
Filipino	0.0 %
Hispanic or Latino	21.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	60.2 %
Two or More Races	5.3 %
Other	0.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.9 %
English Learners	31.0 %
Students with Disabilities	7.1 %
Foster Youth	0.0 %

Last updated: 1/11/2017

A. Conditions of Learning

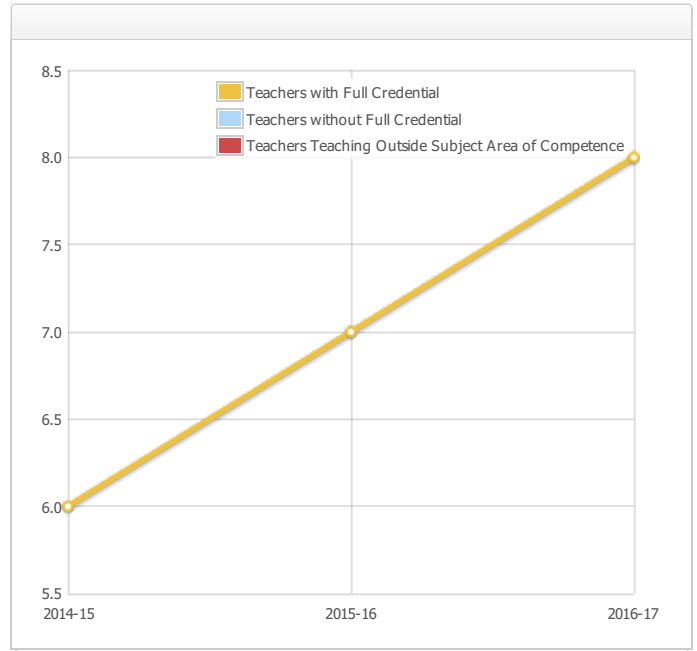
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

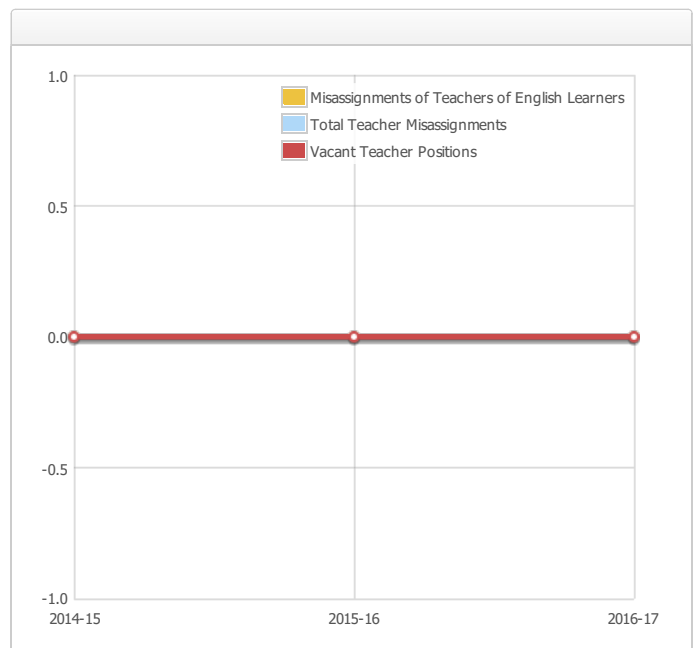
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	7	8	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/11/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/11/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	97.0%	3.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/9/2017

School Facility Conditions and Planned Improvements

Co-located with a SDUSD public school. All aspects are adequate.

Last updated: 1/17/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	67.0%	64.0%	49.0%	54.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	50.0%	60.0%	39.0%	42.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Kavod has a Kavod parent committee and a parent representative on the board. Parents have the opportunity to organize and run various events at the school and each class has a room parent to help engage all parents. Kavod offers parent feedback surveys twice a year and uses the feedback to drive changes at the school. There are many activities and events for parents to get involved at the class and the school level. Parent conferences are held twice a year. Additionally, Kavod has monthly newsletters for the parents and a website updated to provide parents with information.

State Priority: Pupil Engagement

Last updated: 1/17/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

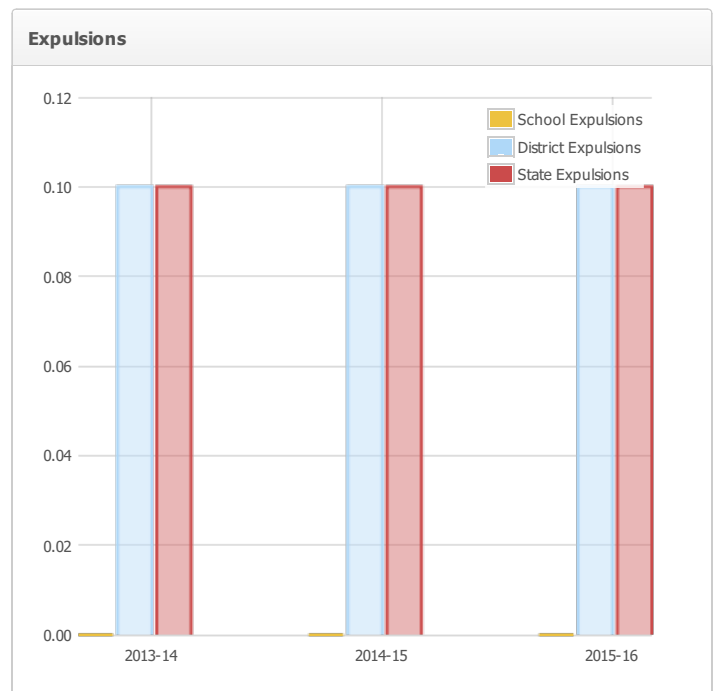
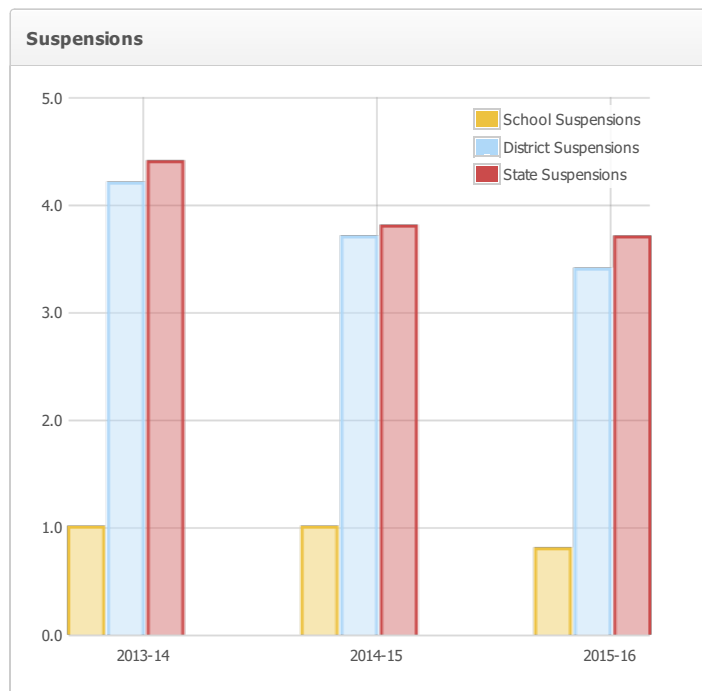
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.0	1.0	0.8	4.2	3.7	3.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

The Kavod safety plan is reviewed and updated yearly and reviewed at a public board meeting; most recently the safety plan was reviewed in October 2016. Kavod uses the SDUSD template.

Last updated: 1/9/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	145
Percent of Schools Currently in Program Improvement	N/A	75.1%

Note: Cells with NA values do not require data.

Last updated: 1/9/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.0		1	16.0		2	27.0		1			
1	18.0	1		26.0		1	29.0		1			
2	12.0	1		22.0		1	28.0		1			
3				12.0		1	17.0		1			
4							12.0		1			
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/11/2017

Professional Development

Kavod Elementary's model of embedded professional development embraces the concept that professional development must be infused throughout the school day. At Kavod Elementary, embedded professional development means that the Director and the Curriculum Coordinator coach the school's instructional staff and providing training and guidance in their work with all learners, including special populations of ELs, Special Needs, at-risk students and gifted and talented students. One of the goals of the embedded professional development model is for teachers to observe and learn from each other, which begin a few months into the school year.

The school has set aside time for teachers to engage in reflective practice, individual planning and collaboration with their colleagues within and across grade levels. The majority of this time is led by a teacher. Teachers review topics such as enhancing their curriculum, evaluating core standards, incorporating the values component into the curriculum, general best teaching practices for the Kavod model, class management, and working with the specific needs of our students, including those who are EL and special education.

Kavod also has set aside a one to two-week period prior to the start of the school year, and additional days in the year dedicated to professional development and reviewing best practices that complement the Kavod teaching model.

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